**Appendix 9 – Pastoral Officer (based in Primary) Job Description**

**Job Description**

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| **Team** | Pastoral Team | |
| **Job Purpose** | To be a key member of staff in the all through pastoral team, creating a ‘team around the child’ approach to pastoral care – focusing on behaviour, well-being, attendance, first aid support and academic progress, specifically in the Primary phase. To address the needs of all pupils, especially those Primary pupils who need help with behaviour management or self-regulation. To support children to overcome barriers to learning, through our alternative provision. | |
| **Accountable to** | Primary SENDCo | |
|  |  | **Accountabilities** |
| **1. Strategic**  **Direction and**  **Development** | 1. Work towards and support the School’s vision and the current school objectives outlined in the Academy Development Plan (ADP). 2. Proactively work with the pastoral team across both phases to support the development of a holistic approach to pupil support – developing a ‘team around the child’, in regard to behaviour, well-being, attendance, first aid support and academic progress. | |
| **2. Leadership and**  **Management of**  **Others** | 1. Be a highly visible presence throughout the Primary phase, role modelling proactive pupil support and high standards of behaviour. 2. Act as a Deputy Safeguarding Lead in the Primary phase. | |
| **3. Monitoring,**  **Evaluation and**  **Assessment** | 1. Use a range of data to proactively assess the needs and implement support for Primary pupils. 2. Evaluate the impact of pastoral support, adapting actions, where appropriate. 3. Manage the daily use of the pastoral data via the pastoral tracker, ensuring appropriate sharing of information with senior leaders, | |
| **4.** **Communications,**  **Marketing &**  **External links** | 1. Establish effective relationships and work proactively with external agencies. 2. Establish effective relationships with parents, ensuring timely and professional communication of both achievements and concerns. | |
| **5. Management of**  **Resources** | 1. Support the development of the Primary alternative provision (Tree House). | |
| **6. Training and Development of Self and Others** | 1. Support with annual and induction safeguarding training of all CFS staff. 2. Undergo any training which may enhance the impact of the role. 3. Ensure that any current training is up to date, specifically first aid, DDSL and ELSA (the latter where relevant). 4. Keep up to date with relevant research, specifically in pastoral matters. | |
| **7. Supporting the**  **School in the Wider**  **Community** | 1. Represent the school/CFS pupils in external meetings, such as Trust network groups, local network groups and safeguarding meetings. | |
| **8. Other**  **Operational**  **Responsibilities** | 1. Be a consistent presence in the Primary phase, supporting class teachers and the Senior Leadership Team with any pastoral or behavioural matters, both proactively and reactively. 2. Regularly staff and oversee the daily running of Tree House. On a weekly basis, share praise and reward information with all primary staff. 3. Mentor and support vulnerable pupils or those who are struggling to access the full curriculum, in order to find alternative ways for pupils to engage with their learning. This may be in Tree House. 4. Develop and implement targeted behaviour plans to support pupils in their learning and encourage positive attitudes and behaviours. 5. Assist staff with the development and implementation of individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies. 6. Work with individuals, groups of children and parents where necessary, to implement actions or recommendations from the ‘team around the child’ process. 7. Support the Primary DSL, in maintaining an overview of the Primary phase child protection records (CPOMS), ensuring that all cases have been followed through and dealt with by the appropriate member of staff. 8. Ensure all staff details are correct, staff are able to access the child protection recording system (CPOMS) and that records entered are appropriate and recorded correctly. 9. Support the Attendance Officer and Senior Leadership with improving the attendance of tier two pupils. This will involve directly analysis of data generated in the attendance tracker. 10. Provide first aid support to Primary pupils. 11. Ensure the smooth transition for pupils into Key Stage 3 and embrace whole school strategies and cross phase working to help further develop our ‘All Through’ approach. | |

**Person Specification**

**Skills Required**

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| Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate | Essential |
| Ability to relate well to children and young people, remaining calm in situations that may be challenging, seeking appropriate solution for all | Essential |
| First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities | Essential |
| Able to maintain a high work rate and to juggle a range of tasks and issues at the same time | Essential |
| Excellent written and spoken English | Essential |

**Knowledge Base**

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| An understanding of basic first aid and medical procedures, or willingness to engage in training before appointment | Essential |
| A clear understanding of behaviour management strategies and methods that can be used to engage pupils with a greater level of need | Essential |
| Good knowledge of CFS systems – SIMS, CPOMs and pastoral trackers - or willingness to engage in training before appointment | Essential |

**Qualifications/Attainment**

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| GCSE maths and English (or equivalent) | Essential |
| Uptodate first aid training, or willingness to complete before appointment | Essential |
| **Experience** |  |
| Experience of working in a school environment | Essential |
| Experience of pastoral care and pupil management | Essential |

**Attitude/approach**

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| A sensitivity to the needs of young people | Essential |
| Adaptable and patient | Essential |
| Personal integrity, honesty, energy, stamina, enthusiasm, resilience and creativity | Essential |
| A willingness to give generously of own time to support school events and activities | Essential |
| Commitment to personal development and life long learning | Essential |
| Ability to enthuse young people | Essential |
| Enthusiasm for promotion of the School | Essential |
| Tact and diplomacy | Essential |
| Approachable and helpful attitude towards colleagues | Essential |
| A person who is able to command respect from students | Essential |
| Commitment to an ‘all-through-school’ approach to learning | Essential |